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ABSTRACT

This book describes an inquiry-oriented form of professional development--the New Teacher Group--which provides teachers with opportunities to engage in discussions with their peers about problems experienced in their professional lives. Blending school psychology and teacher education, the book adapts a consultee-centered consultation model consisting of real teachers voicing real classroom problems. It outlines the process, allowing the model to be applied in many different kinds of school systems. The result is a problems-based discussion group to support and guide beginning teachers. Eight chapters include: (1) "The First Year of Teaching"; (2) "A Different Kind of Professional Development"; (3) "Description of Our New Teacher Groups";(4) "New Teacher Groups Participants, Guiding Questions, and Research Methods"; (5) "A Community of Learners"; (6) "Gaining a Better Understanding of Oneself as a Teacher and Preparing for the Future"; (7) "Group Features that Encourage Dialogue and Enhance Problem-Solving"; and (8) "A Comprehensive Support Program for Beginning Teachers." Five appendixes describe the New Teacher Groups, present various relevant forms, and explain how to start a New Teacher Group. (Contains 99 references.) (SM)

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